
SCHOOL DIALOGUES

FOR

B O R S.

VOL. I.

3

RECORDS OF THE

1800

1800

P

~~236~~
SCHOOL DIALOGUES,

13 M. 6

F O R

B O O K S.

B E I N G

AN ATTEMPT TO CONVEY INSTRUCTION
INSENSIBLY TO THEIR TENDER MINDS,
AND INSTILL THE LOVE OF
VIRTUE.

"Thus the sick Infant's Taste disguis'd to meet

"We tinge the Vessel's Brim with Juices sweet."

HOOKE'S TASSO.

By a L A D Y.

V O L. I.

L O N D O N:

Printed and fold by JOHN MARSHALL and Co. No. 4,
Aldermary Church Yard, in Bow Lane.

22



DEDICATION.

TO

Master W***** F*****.

DID you ever read of
a people who obliged
their slaves to drink to
excess; and then ex-
posed

A 3

posed them to their children, in order to deter *them* from the vice of drunkenness, by shewing it in all its deformity?

I have created a set of Puppets, to whom I impute such faults as may suit my purposes ; and this with a design similar to that of the people to whom I alluded,

“ Vice,

DEDICATION. vii

“Vice, to be hated, needs but to be seen.”

On the other hand, I have raised phantoms, on whom I have bestowed what degree of perfection I think proper; to serve as examples to you.

May they influence your conduct!

May

May God preserve
you blameless amidst a
crooked and perverse ge-
neration—prays,

My Dear,

Your sincerely affectionate Friend,

Nov. 28,

1783.

TO THE
R E A D E R.

THE advice of *Horace** can not be followed by her who writes for a family of Children. Still less by her who writes more immediately for one particular Boy, who is on the point of emerging from her wing into that **LITTLE WORLD, a SCHOOL.**—Writes with a
view

“ * Keep your piece nine years.”

x ADDRESS TO THE READER.

view to fortify him against the contagion of bad example ----against the poison of pernicious counsel----writes to shew him what characters he may expect to meet with; to the end, that being on his guard, he may not be surpris'd unwarily into the paths of vice.

She who writes in such circumstances must hasten, lest her lessons should come *too late.*

She

She who, having conceived such a design, should delay the execution, through apprehension of censure on her style; might have cause to reproach herself, that she sacrificed the conduct of her darling Child to her own vanity.

Who does not admit such a plea for premature publication?

“Before such reasons all objections fly.”—

and

And I determine to hazard every reproach, but that of having neglected one step, which could tend to the saving of a beloved Child from straying out of the paths of Virtue.

N.B. To those who know that this is not the Writer's first publication, it may be necessary to say that it was designed to be so; to explain how it happened not to be so, were equally needless and impertinent.

P R E F A C E.

“SCHOOL DIALOGUES!”

“For what purpose?”

To supply innocent amusement;
to infuse just ideas; to teach children to *think*, and to *act* with propriety.

“A tender mother watches
“incessantly for those pur-
“poses.”

She does; yet she will thankfully receive assistance——Such a Mother will rejoice to meet with a few pages, sprightly enough to engage the attention of her darling son to those maxims which it is her constant aim to instill.

Such a mother will, in the intervals of actual instruction, feel a repose of mind, in the confidence that her beloved child is imbibing just notions, and acquiring modes of conduct, which she will hope may be of use, when he quits her sheltering wing,

You

P R E F A C E. xv

You, whose hearts throb incessantly with anxiety for your offspring—You, who devote every moment, every thought to their service——You,

“ ——— Whom the sudden tear

“ Surprizes often, while you look around,”

Speak (if you can) the satisfaction which you experience on such an occasion!—and allow me the pleasing reflection, that I afford you some slight assistance in the

“ Delightful task !”

which engages all your hours; the

“ Delightful task! to rear the tender thought,
“ To teach the young idea how to shoot,
“ To pour the fresh instruction o’er the mind,
“ To breathe th’ enliv’ning spirit, and to fix
“ The gen’rous purpose in the glowing breast.”

I will not ask pardon for exposing so hasty a production; because I hope it may be useful, or I would not expose it at all; but I will explain why it appears in such a state—namely—that if it did not appear “ with all its imperfections on its head,”—it could never appear at all.

My present engagements do not allow me leisure to polish the Dialogues; and if I delayed the publication

P R E F A C E. xvii

publication till those engagements ceased, I should delay it for ever. The motive which gave birth to them would be at an end; the boys, for whom they are primarily designed, would be grown up to men.

Thus much to deprecate the censure which might fall upon me for a seeming want of respect, that I appear in a *negligent garb*—who would not come forth in any dress to do good?—and that I may do some good, is my hope.

If I root out one error from a youthful mind; if I correct one

B 3. foible;

foible; I will not repine at the contempt which I may incur for want of an elegant attire; I will rejoice that I ventured to make my appearance at all; though I blush to appear in disguise; nay, though in my "mind's ear" I hear these exclamations,

"What trifling stuff!"

"By a Lady!"

"Who is she?"

It is of no consequence who I am——if the Dialogues be likely to prove useful to your children, throw
them

P R E F A C E. xix

them in their way, and think no more of the author, who will then be amply repaid for the few leisure hours which she passed in writing them.

“ I can write better.”

“ Probably you *can*——but *will* you?——have you *leisure*?——If you *have*, and *will* write, will you *print* for those who have *not*?

“ I wonder who this woman is?”

I am

I am a person behind a curtain attempting to fly a kite. If it soar to the skies, I may venture to come forward; should it fall to the ground, I can remain in concealment.

I am an old woman in a mask, personating youth.

I am a *Parthian*, shooting my arrows at random, scarce daring to look where they fall.

I am a woman exposing my child in a basket, and keeping aloof till it is received.

I am

I am an ostrich—I have laid my egg—perhaps for the fun to cherish—perhaps for the passenger to crush.

I am a spider—I have long spun in a corner, and now venture to fix my web in a more conspicuous situation.

I am a school-boy—I have placed my exercise upon the desk—from a retired corner I observe its success.

I am—but I will be serious—you may suppose me a person interested in the conduct of children, and consequently desirous of conveying

veying instruction in the vehicle which I believe to be most agreeable to them—you will conclude me not to be so much involved in the care of a family of children, but that I enjoy some leisure to supply them with harmless amusement—You will (I speak my hopes) perhaps believe me experienced in discovering the avenues to youthful bosoms—and if I might trust that I should appear not unskilful in my attempts to infuse the love of virtue, then would my utmost ambition be gratified.

There

P R E F A C E. xxiii

There is, perhaps, some apology requisite for offering to the Public such Trifles——yet let that Public consider that I offer them *as Trifles*, calculated to amuse children, not to entertain their superior minds.

“ But here is often so
“ much ado about nothing.”

I write for Children——to you MOTHERS I appeal—is not *that* the most successful method of writing for them? Two grains of Moral, hidden in two bushels of Prattle.

Dialogue

Dialogue keeps awake that attention which flags even in a speech protracted beyond a few lines.

In the lively period of Childhood, all must be action and sprightliness to engage the heart.

Advice, (like medicine to refractory children) must come disguised, or it will never please.

Remarks come with double weight from those who are of their own age.

Perhaps, (for who can judge with impartiality in her own cause?) perhaps

haps I am too much encouraged, by the favorable reception which some similar attempts have lately met with.—Perhaps I am presumptuous, in the hope of *this* meeting with equal success;—perhaps—but I will not anticipate unpleasant sensations—I will endeavour to resume my cheerful vein—and imagine my readers to exclaim——

“ Who can this be?”

“ Mrs. —? or Mrs. —?

“ or Miss ——?”

I answer, what imports my name?
I am romping behind the scenes,
VOL. I. C but

but do not choose to appear on the stage.

I am

ANY BODY!

Or, I am

NOBODY!

SCHOOL DIALOGUES,

BY

A L A D Y.

C H I L D R E N

" WOULD BE DISGUSTED WITH DRY PRECEPTS AND
" GOLD MAXIMS; AND THERE IS NO WAY TO IN-
" STRUCT THEM, BUT UNDER PRETENCE OF AMUS-
" ING THEM."

Life of Cyrus.

2 4 0 2 3 5 9

1948

1957-1958

1944

2 Y O S

P E R S O N S.

Mr. AWFUL, *Master.*

Mr. WISEMAN, *Usher.*

Mr. SAGE, *Assistant.*

B O Y S.

SENSIBLE, *Head Boy.*

WORTHY, *Second Boy.*

GOODWILL.

FRANKLING.

CAREFUL.

HAUGHTY.

SNEER.

• TAUNT.

PERT.

FLIPPANT.

SPITEFUL.

GENTLE.

SPRIGHTLY.

SUBTLE.

SLY.

SUPPLE.

FRISK.

EASY.

MILDMAY.

MEEK.

WILFUL.

CANDID.

SCHOOL DIALOGUES

FOR

B O Y S.

DIALOGUE I.

The COMING to SCHOOL.

A PLAY-GROUND.

Many Boys are seen running about. Sensible and Sprightly sitting on a bench. Sprightly is a new scholar, he is recommended to the care of Sensible, an old Scholar, and an excellent youth.

SPRIGHTLY. [*Wiping his Eyes.*]

YOU are nearly of the same age as my elder brother; I shall be the fonder of you.

SENSIBLE.

I shall be happy to have your affection—but we will talk upon some other subject now.

SPRIGHTLY.

32 SCHOOL DIALOGUES for Boys.

SPRIGHTLY.

As you please—but why?

SENSIBLE.

I see you can not speak of home without tears.

SPRIGHTLY. (*Sighing.*)

Do you blame me?

SENSIBLE.

No, my dear; but I would not encourage you in weeping.

SPRIGHTLY.

I was so happy at home!

SENSIBLE.

I hope you will be happy here—and wish you to seek amusement.

SPRIGHTLY.

The master was very good to desire you to comfort me.

SENSIBLE.

He could not have given me a greater pleasure.

SPRIGHTLY.

You are very kind!—I think you are like Jack; you have just such hair as he has.

SENSIBLE.

SENSIBLE.

My little dear, let us try to forget *Jack*.

SPRIGHTLY.

Forget!

SENSIBLE.

Be not surprized—I only wish you to forget him, till you can talk of him without a sigh.

SPRIGHTLY.

I miss all my brothers and sisters, and my papa and mamma,

SENSIBLE.

Certainly—but the best way to shew your affection to your parents, is to take pains to improve yourself.

SPRIGHTLY.

I loved to learn when I was at home; but I shall not have spirits now.

SENSIBLE.

O yes; I hope you will soon—*Jack Frisk!*

FRISK.

Here am I.

SENSIBLE.

Do you remember coming to school?

FRISK.

34 SCHOOL DIALOGUES *for Boys.*

FRISK.

Yes; I cried all night.

SPRIGHTLY.

Had you a papa and mamma?

FRISK.

Yes.

SPRIGHTLY.

And brothers and sisters?

FRISK.

Yes.

SPRIGHTLY.

And do you cry often now?

FRISK.

No, no; I am as merry as the day—

[He runs off singing.]

“How many days have I to play?”

“Saturday, Sunday, Monday.”

SPRIGHTLY.

I doubt I shall never be so merry.

SENSIBLE.

I have parents of whom I am as fond, as you
can be of yours.

SPRIGHTLY.

SPRIGHTLY.

Heigho!

SENSIBLE.

But we must learn to be content wherever we are.

SPRIGHTLY.

I know I ought to be content where my parents choose to place me.

SENSIBLE.

You will hear from them; and when you can write —

SPRIGHTLY.

I *can* write.

SENSIBLE.

Can you? — What joy it will be to you to write letters home!

SPRIGHTLY.

I hope I shall receive a letter soon.

SENSIBLE.

The bell will presently summon us to supper — let us go into the house.

DIALOGUE II.

The INITIATION.

A HALL.

Tables spread for Supper.

SENSIBLE, SPRIGHTLY, TAUNT,
CANDID, GENTLE, &c.

SENSIBLE.

SPRIGHTLY! you may fit down by me
this evening.

SPRIGHTLY.

I thank you,—but I am not hungry.

SENSIBLE.

You will soon get an appetite for school-diet.

TAUNT.

We have no tarts nor custards here.

SPRIGHTLY.

SPRIGHTLY.

Indeed I am not used to such food,

SENSIBLE.

No—he is no spoiled child.

TAUNT.

You know spoiled children are not uncommon,

CANDID.

How miserable was poor *Tom*. *Idle* when he came!

SENSIBLE.

He is not much better now—he is never happy but when he is at play.

TAUNT.

And then he can not enjoy his sport, from his dread of the school hour.

CANDID.

His mamma had suffered him to do as he pleased at home.

SPRIGHTLY.

My mamma is much wiser;—I am the more sorry at leaving her.

38 SCHOOL DIALOGUES for BOYS.

SENSIBLE.

I believe you *are*—*Tom* did not regret leaving his mamma; he had very little affection for her.

SPRIGHTLY.

Why then was he so unhappy at coming to school?

CANDID.

Because he had not the same improper indulgence as he was accustomed to at home.

TAUNT.

He missed his jellies and mince pies; and his wine after dinner—ha! ha! poor thing!

SENSIBLE.

The fault was Mrs. *Idle's*—not the boy's.

CANDID.

He will probably never be happy.

SENSIBLE.

I pity him.

TAUNT.

So do I—but I can never love him.

SENSIBLE.

When supper is finished, I will introduce you to a little boy of your own age; he is very

good

good, and I shall recommend you to each other
as friends.

SPRIGHTLY.

Who is he?

SENSIBLE.

Will Gentle — he is an amiable boy — I think
you will love each other.

SPRIGHTLY.

Which is he?

SENSIBLE.

There he sits.

SPRIGHTLY.

Is that he, with black hair?

SENSIBLE.

No — he who sits next to him, with light
brown hair, and grey eyes.

SPRIGHTLY.

He is good humoured, you say?

SENSIBLE.

He is mild and peaceable; yet he has spirit.

SPRIGHTLY.

Does he love his books?

D 2

SENSIBLE.

40 SCHOOL DIALOGUES *for* BOYS.

SENSIBLE.

He takes delight in learning whatever he is desir'd—he came to school lately, but he is in a high form for the time.

SPRIGHTLY.

Can he write?

SENSIBLE.

Very well for his age.

SPRIGHTLY.

Had he learned Latin before he came?

SENSIBLE.

He had been through his Accidence several times.

SPRIGHTLY.

Is he quick at figures?

SENSIBLE.

He is very ready at most things, and has a good memory; but it is his sweet disposition which makes me so fond of him.

SPRIGHTLY.

I dare say I shall love him.

SENSIBLE.

Every body loves him.

SPRIGHTLY.

SPRIGHTLY.

Is it true that some boys quarrel?

SENSIBLE.

It is too true.

SPRIGHTLY.

Strange!—how can they quarrel?

SENSIBLE.

Because they are naughty—some are passionate, some peevish.

SPRIGHTLY.

I hope they will not quarrel with me.

SENSIBLE.

I will introduce a boy to you who will give you the characters of all the school.

SPRIGHTLY.

I shall like that.

SENSIBLE.

I do not wish you to be intimate with him; but his account of the boys may be useful to you.

SPRIGHTLY.

That I may know who are good; and so be able to judge with whom to be acquainted?

42 SCHOOL DIALOGUES for Boys.

SENSIBLE.

Yes.—For you must be very cautious, lest you should be betrayed into faults by your companions.

SPRIGHTLY.

I wish *you* would tell me whom to shun.

SENSIBLE.

To display the faults of others, is an unpleasant office.

SPRIGHTLY.

My mamma often says to us, “Children, be good yourselves; and do not delight to point out the faults of others.”

[A rap on the table.]

SENSIBLE.

That signal is for us to rise. When grace is said, I will introduce you to *Gentle*.

SENSIBLE.

Gentle! this is young *Sprightly*, the little friend of whom I told you.

[They shake hands, and look earnestly at each other.]

SENSIBLE.

SCHOOL DIALOGUES *for* BOYS. 43

SENSIBLE.

Gentle, you may shew your garden to *Sprightly*;
if he be fond of a garden, you can be partners.

SPRIGHTLY.

I have a garden at home. I loved to work
in my garden.

GENTLE.

Have you brought any tools? I have none.

SENSIBLE.

I will give you one.

[They go out together.]

DIALOGUE

DIALOGUE III.

The INTRODUCTION.

A LARGE FIELD,

On one side of which is a house and farm-yard.—

A great number of boys are seen playing or sitting.

SPRIGHTLY, GENTLE, SENSIBLE,
PERT, SPITEFUL, CHATTER,
WORTHY.

SPRIGHTLY.

DO we often play here?

SENSIBLE.

Only when we come to drink fillabub.

SPRIGHTLY.

The master is very good to give us fillabub.

SENSIBLE.

SENSIBLE.

The master *is* very good; but it is Mr. Rye, the farmer who lives here, who treats us with the fillabub.

SPRIGHTLY.

See! Master *Savage* is throwing stones at the goose! he will hurt the goose!

SENSIBLE.

He is a naughty cruel boy; and does not care what he hurts.

SPRIGHTLY.

Pray, Master *Savage*, do not throw any thing at the goose;—a goose can feel pain as well as a boy; you would not like to have stones thrown at you.

SPITEFUL.

Our new scholar is a preacher!

PERT.

He gave me a sermon against sauciness to the usher.

SENSIBLE.

He knows what is right, and tells you—you would do well to profit by his advice.

PERT.

46 SCHOOL DIALOGUES *for* BOYS.

PERT.

I hope his practice is agreeable to his doctrine.

SENSIBLE.

I hope it is—and I am assured that it is.

SPRIGHTLY.

Master *Sensible*, will you indulge me so far as to sit under this tree with me?

SENSIBLE.

I will.

SPRIGHTLY.

I wish the boys were all good.

SENSIBLE.

An excellent wish—but it cannot be expected.

SPRIGHTLY.

Why?

SENSIBLE.

We will not now ask *why*; but attend to what concerns you. I intreat you to be very cautious with whom you are intimate.

SPRIGHTLY.

Indeed I wish to be so; pray advise me.

SENSIBLE.

SENSIBLE.

Shun any degree of intimacy with those who are cruel;—those who are pert to their superiors.

SPRIGHTLY.

I told Master *Pert* ——

SENSIBLE.

My dear boy, take care not to learn the bad ways of those who do ill; but naughty boys will not bear your advice.

SPRIGHTLY.

They should thank those who advise them.

SENSIBLE.

They *should*; but those who are naughty do not.

SPRIGHTLY.

With whom do you advise me to be acquainted? Tell me of the good characters.

SENSIBLE.

Worthy is a charming youth —— he is above fourteen, yet he does not think the smallest child beneath his notice.

SPRIGHTLY.

48 SCHOOL DIALOGUES *for* BOYS.

SPRIGHTLY.

Does he play with the little boys?

SENSIBLE.

Worthy is very kind to all; but little boys have many play-fellows of their own age.

SPRIGHTLY.

Does he teach the little ones?

SENSIBLE.

He persuades them to apply carefully; and he directs them in the method of learning their lessons.

SPRIGHTLY.

Does he prevent the boys from hurting each other?

SENSIBLE.

He hinders fighting as much as he can; he will not suffer a strong boy to injure a weak one.

SPRIGHTLY.

If I were a great boy, I never would suffer a little one to be hurt.

SENSIBLE.

SENSIBLE.

I believe you would not; but at present you are a little boy, and must practice the duties of a child; you are not old enough to become a protector; your intimate friends will be among the younger ones.

SPRIGHTLY.

Pray tell me the characters of the young ones.

SENSIBLE.

I will tell you the character of a few of the best, and *Chatter* will inform you farther; but beware of catching his trick of talking of others.

SPRIGHTLY.

I know we should not love to talk of people's faults.

SENSIBLE.

Meek is of a sweet disposition; he offends no body; he will never *teach* you any thing amiss.

SPRIGHTLY.

I shall love him.

SENSIBLE.

But observe—he wants spirit to resist temptation; he has not courage to refuse joining a

50 SCHOOL DIALOGUES *for* BOYS.

party who solicit him to do ill; so that he is continually in disgrace—yet he is desirous of doing well.

SPRIGHTLY.

I will not be persuaded to do any thing which I know is wrong.

SENSIBLE.

I hope you will not; but it requires great resolution to persist in a refusal. A wise man said, “the first thing necessary for a boy to learn, at going to a great school, is to be able to say, *NO*, with a firm and manly assurance.”

SPRIGHTLY.

I do not like *Taunt*.

SENSIBLE.

No body does—he delights in saying unkind things. You know *Frisk*?

SPRIGHTLY.

Yes.

SENSIBLE.

He is a lively harmless boy, and when you
are

are disposed to be merry, he will be ready to join in any innocent sport.

SPRIGHTLY.

I shall *like* him, and *love* my friend *Gentle*.

SENSIBLE.

That boy with his hands hanging by his side, is *Tom Saunter*; he has no life nor spirit, even in play. I love to see a boy attentive to whatever he engages in.

SPRIGHTLY.

Who is that?—a gentleman I mean. I have not seen him before.

SENSIBLE.

He was absent yesterday—it is Mr. *Sage*. He is grown up and assists the usher; yet is so condescending that he will converse with the boys, though he is superior to most men in his understanding.

SPRIGHTLY.

There is Master *Chatter*—I know him.

SENSIBLE.

Chatter! come hither!

CHATTER,

Have you room for me?

SENSIBLE.

I am going to walk, and will resign my seat. *Sprightly* wants to know the boys; you can help him.

CHATTER,

You know the persons of all the boys?

SPRIGHTLY,

Not of all; and the character of very few.

CHATTER.

That boy who has a snub nose, sharp at the end —

SPRIGHTLY.

Why do you talk of his nose?

CHATTER,

To describe him; he is never so well pleased as when he sees any body do a ridiculous thing.

SPRIGHTLY.

I shall never love him: pray what is his name?

CHATTER.

Snarwell,

WORTHY.

WORTHY. [*Passing by.*]

Chatter, I hope you are not prejudicing young Sprightly against all his school-fellows.

SPRIGHTLY.

Who is that?

CHATTER.

An excellent youth: We all love and respect him — yet he really often interrupts us in —

SPRIGHTLY.

What is his name? He is coming this way again.—I wish you would introduce me to him.

WORTHY. [*Returning.*]

You have a pleasant seat.

SPRIGHTLY.

Very pleasant — will you sit by us, Sir?

WORTHY.

Willingly. — You are come amongst a great many strangers.

SPRIGHTLY.

This young gentleman is making me acquainted with the characters of some of my school-fellows.

WORTHY.

I will assist him. There goes *Jack Heedless*— he is rarely out of temper, so that he is a general favourite; you may safely be acquainted with him; but beware of falling into his careless manner; poor *Jack* commits many faults for want of consideration.

CHATTER.

Heedless is always in scrapes.

WORTHY.

I wish he would think before he acts; he means no harm, and is always very sorry for his fault.

CHATTER.

Tom Giddy is much such another boy.

WORTHY.

Tom is more worthy of blame as he is less desirous of doing well, and less concerned at his faults than *Heedless* is.

CHATTER.

Careless is another who little deserves the favor which he meets with—he takes no pains to serve or oblige his best friend.

WORTHY.

WORTHY.

Be not too severe; he injures no one.

CHATTER.

Spiteful is a detestable creature; he rejoices in mischief. I will tell you an instance —

WORTHY.

Chatter! you are indulging your love of talking too far. It is sufficient to give the outline of a character which is unamiable, as a caution to the little stranger.

SPRIGHTLY.

I wish to be directed in the choice of friends. My papa told me that my conduct would depend upon the companions of my leisure hours.

WORTHY.

For your particular friends select a few of the worthiest characters; *Sensible* has taken you under his protection, and will guide you in your choice.

SPRIGHTLY.

He is so cautious of speaking ill of others, that he will hardly tell me whom to shun.

WORTHY.

WORTHY.

Though there are not many whom I would recommend to your close intimacy; yet there are but few whom you need to shun.

CHATTER.

But many whose faults he may catch before he is aware.

WORTHY.

I would have him be wary in his choice of companions; and cautious not to engage in any but innocent sports; such as amuse the players, and give no pain to any other.

SPRIGHTLY.

Is Master *Haughty* a good boy?

WORTHY.

Haughty indulges himself in a blameable pride.

CHATTER.

No boy loves him. He despises one for his birth; another for his youth; another, because his parents have not a large fortune; and another —

WORTHY.

WORTHY.

Enough!—*Sprightly* will take care not to follow his example.

CHATTER.

Flippant told him—

WORTHY.

Charles, it is of no consequence—*Flippant* is wrong to say pert things.

CHATTER.

But *Spiteful* declares—

WORTHY.

You, Chatter, are even worse than *they*; if you repeat the rude and unkind speeches which they make. If you do so, you will soon make yourself disagreeable to every body.

SPRIGHTLY.

I think I know that boy with his hands dangling; O! yes, it is *Saunter*.

CHATTER.

His arms shaking as he walks, so that they appear to be hung upon wires; he looks like a skeleton when you shake the case. Ha! ha!

SPRIGHTLY.

Ha! ha! how can he be so lazy?

WORTHY.

WORTHY.

He had the misfortune to be neglected in his early youth; being never taught to employ himself, he has not an idea of doing it. — I wish it were possible to correct his indolent habits; but you shall not place him in such a ridiculous light.

CHATTER.

There is no occasion; he will do it himself; see — he lounges about as if he did not relish the trouble of putting one foot before the other.

WORTHY.

He is an object of compassion, for his error arises from misfortune.

SPRIGHTLY.

Indeed I am very sorry for him — I was never suffered to be unemployed. “*Do something; read; — dig in your garden; — drive your hoop; — do what you will; only do something.*” This was continually said to me — this sounds still in my ear.

WORTHY.

And let it sound, my dear, through life; — many boys, many men fall into faults; nay, into

into crimes, for want of the habit of employment.

CHATTER.

His cousin, *Trifle*, is not much better.

WORTHY.

Trifle is more blameable—more to be shunned.

SPRIGHTLY.

Why so?

WORTHY.

The fault is more in himself; he has vivacity enough if he would exert it properly; and he is much more likely to injure others.

SPRIGHTLY.

How?

WORTHY.

He is sprightlier, and more agreeable; he often draws his neighbours into negligence and playfulness, when they ought to attend to business.

CHATTER.

Thoughtless gets into many scrapes; and *Faddle*—

WORTHY.

Faddle is indolent and idle; he never attends

to

60 SCHOOL DIALOGUES for BOYS.

to the thing which he ought to do; so that he loses his time: but he never seeks to interrupt others.

CHATTER.

Idle is the worst neighbour; he will neither do any thing himself, nor suffer those who sit near him.

WORTHY.

Nobody ought to sit near him long; for he has been in the same class these two years.

CHATTER.

Blunder and *Dull* stay by him; they should have a form by themselves, and call it *Dunce's* form.

WORTHY.

No—let such a form be reserved for voluntary dunces: those poor lads are so unhappy as to want capacity for learning; they should be *pitied*, not *derided*.

SPRIGHTLY.

It is very cruel to jest upon a boy because he is not bright.

WORTHY.

Indeed it is; if you be more apt, you should
be

SCHOOL DIALOGUES *for* BOYS. 61

be thankful that you are so; and take pains to improve the capacity with which you are blessed.

SPRIGHTLY.

GOD, who has given you an apt mind, and a good memory, may punish you for an ill use of his gifts; he will never punish a boy for wanting them.

CHATTER.

Bless us! a sermon!

WORTHY.

An excellent lesson, and peculiarly suited to you, *Chatter*; you who enjoy quick parts, and take little care to improve them to any good purpose.

CHATTER.

I can not drudge like *Careful*, and such stupid fellows.

WORTHY.

Depend upon this, *Chatter*, that the brightest parts will never make a good figure without application; and assiduity often makes a very decent progress in the most useful branches of

VOL. I.

F

educa-

62 SCHOOL DIALOGUES *for* BOYS.

education, where a lad has been stigmatized by pertness as a heavy boy.

SPRIGHTLY.

If Master *Chatter* had been so happy as to have such friends as mine, they would have taught him never to despise another.

WORTHY.

It is no disgrace to want shining talents; no shame to be deficient even in common understanding; since we did not make ourselves: but he who wantonly derides misfortune is truly despicable. *Chatter*, you are not ill-natured — would not deliberately do an unkind act: but beware of the habit of talking so lavishly. Your tongue will be your ruin.

SPRIGHTLY.

I hear a bell.

WORTHY.

It summons us to the fillabub.

DIALOGUE

DIALOGUE IV.

The TÊTE à TÊTE.

SPRIGHTLY *and* GENTLE

Are seen at a Cupboard looking over Books.

SPRIGHTLY.

YOU have read *Robinson Crusoe*?

GENTLE.

I have. — Have you any more books than these?

SPRIGHTLY.

I have no more at school. What have you?

GENTLE.

I have Fables, and a History of Birds and Beasts; a History of *England*, such as yours, and a small *Roman* history; I have not so many books as you have.

64 SCHOOL DIALOGUES for BOYS.

SPRIGHTLY.

That is no objection to our keeping them together; I am sure I should have been welcome to join stocks, if you had had more than I.

GENTLE.

Indeed you should.

SPRIGHTLY.

Sensible is so kind as to lend me books; and though I may not carry them away, he will allow me to read aloud to you. Have you done all your lessons?

GENTLE.

I have still my holiday task to learn.

SPRIGHTLY.

What is that?

GENTLE.

When we have half a holiday we learn verses to repeat.

SPRIGHTLY.

I had none.

GENTLE.

I suppose not; you are a new scholar.

SPRIGHTLY.

SCHOOL DIALOGUES *for* BOYS. 65

SPRIGHTLY.

I love to learn things by memory, and repeat them.

GENTLE.

It is easy to take delight in learning whatever is proper.

SPRIGHTLY.

And what a pleasure it is to reflect that we are doing what would please our parents!

GENTLE.

My dear *Sprightly*! I am quite happy now you are come.

SPRIGHTLY.

And I am delighted to find such a friend as you. Do you love *Chatter*?

GENTLE.

Charles's tongue makes every body angry with him.

SPRIGHTLY.

He is much too free in his speech.

GENTLE.

He tells all that he hears said, and often makes the boys angry with each other.

F 3.

SPRIGHTLY.

66 SCHOOL DIALOGUES for BOYS.

SPRIGHTLY.

He seems very fond of describing people in such a way as to make them appear ridiculous.

GENTLE.

Worthy and *Sensible* take great pains to cure him of that.

SPRIGHTLY.

But he is so pleased to make us laugh, that he does not regard their serious advice.

GENTLE.

I can not always refrain from laughter; even when I feel that it is wrong to encourage him.

SPRIGHTLY.

When *Tom Tinsel* was dressed in his best coat, *Charles* said, he was like a gingerbread doll at a fair.

GENTLE.

Poor little *Tom*! he is proud of his lace; he is much to be pitied; for his mamma taught him to be so fond of dress.

SPRIGHTLY.

My mamma never allows us Boys to wear any ornaments; not even a feather or a frill.

GENTLE.

SCHOOL DIALOGUES *for* BOYS. 67

GENTLE.

You know it would be quite ridiculous in a man to delight in dress, and Mr. *Steady* says, "It should always be considered, that *boys* will one day be *men*."

SPRIGHTLY.

Do you know Mr. *Steady*? I am to go to his house.

GENTLE.

He is a very wise and good man; and his sons have the best characters that I ever heard: the youngest is just gone to school—a charming boy! I wish he had come hither.

SPRIGHTLY.

How old is he?

GENTLE.

About seven; he has been so well managed, that he would have been a most agreeable friend for us.

SPRIGHTLY.

I have heard him mentioned; I was told that he obeyed a look, and never required to be told twice to do any thing.

GENTLE

68 SCHOOL DIALOGUES *for* BOYS.

GENTLE.

No—Mrs. *Steady* says she has a very bad opinion of those who require a second order.

SPRIGHTLY.

What! if they *obey* the second?

GENTLE.

Yes.

SPRIGHTLY.

How so?

GENTLE.

Because it is a sign that they would disobey if they dared.

SPRIGHTLY.

If he had been here he should have told us how he behaved at home; and we would have endeavoured to follow his example.

GENTLE.

Let us agree to conjecture what he would do upon any occasion; and do the same.

SPRIGHTLY.

How pleased would my papa and mamma be at the next holidays to find me even more tractable

SCHOOL DIALOGUES *for* BOYS. 69

ble than I was; you know school-boys sometimes grow refractory.

GENTLE.

I will always obey instantly.

SPRIGHTLY.

And I—O me! the bell rings:—I wish it had not:—surely we might stay a minute, now we are so well employed.

GENTLE.

Recollect, my dear *Sprightly*! we should obey *instantly*.

SPRIGHTLY.

I thank you for reminding me.—Come, let us run,

DIALOGUE

DIALOGUE V.

The LECTURE IMPROVED.

Sensible's Closet.

Sensible sits reading; Sprightly knocks at the door, and enters with a book in his hand. He is supposed to have been reading the 56th number of the Spectator, Vol. 1. containing the Fable of Marraton and Yaratilda.*

SENSIBLE.

YOU have brought the book which I lent you! — How do you like the paper?

* The young reader would do well to peruse the paper (if the story be not familiar to him) previous to reading this dialogue.

SENSIBLE.

SPRIGHTLY.

I like it very much; but I must tell you what *Pert* said to me: he called out, "Bless me! how can you read such silly stuff?"

SENSIBLE.

And what did you say to him?

SPRIGHTLY.

I answered, I know it is a Fable; but it was recommended to me by a person who will teach me to improve by reading it.

SENSIBLE.

What do you think may be learned from it?

SPRIGHTLY.

That we shall be *happy* hereafter, if we be *good* now. — And I think that *Marraton's* other children would be very obedient and observant; when he told them what a charming place was prepared for those who were good.

SENSIBLE.

I am pleased with your remark: — do not we know that there is a place of happiness prepared for us?

SPRIGHTLY.

72 SCHOOL DIALOGUES for BOYS.

SPRIGHTLY.

O yes! — *Heaven.*

SENSIBLE.

And our parents often assure us, that we shall be happy *there* for ever, if we obey the laws of God.

SPRIGHTLY.

They do; — but if they had seen their friends who are dead, and are gone to a happy place, and could describe the happiness which those friends enjoy, then their children would wish to listen to them all day.

SENSIBLE.

We *Christians* are as certain, as if we could see Heaven with our eyes, that all good people are happy; and that we (if we live as we ought to do) shall enjoy such pleasures as can not be described: yet I can tell you who saw the glories of Heaven.

SPRIGHTLY.

Who?

SENSIBLE.

St. *Paul*; — let us never forget it, but strive to
live

live so, that we may hereafter enjoy happiness, superior to any idea which we can at present form.

SPRIGHTLY.

Are there no more papers which will suit me?

SENSIBLE.

I believe there is one. Look if there be not a story* of *Phillis* and *Brunetta* at the end?

SPRIGHTLY.

I have read that in a little book which my sister had.

SENSIBLE.

Tell me your thoughts about it.

SPRIGHTLY.

That both *Phillis* and *Brunetta* were very foolish and wicked. I should be more concerned for their unhappiness, if they had not been so vain. How could they be so silly, so spiteful!

* The youthful reader would do well to read this story, No. 80.

74 SCHOOL DIALOGUES *for* BOYS.

SENSIBLE.

You have wise parents, who set you a good example; and watch over you to prevent the growth of naughty passions. Those poor girls were so unfortunate as to be encouraged in folly and vice, by those who should have checked them — their parents.

SPRIGHTLY.

Surprising! their parents encourage folly and vice?

SENSIBLE.

The mothers encouraged their daughters in the love of finery; and, which was worse, in their endeavours to outshine each other in their dress.

SPRIGHTLY.

I recollect that — but it was in their childhood.

SENSIBLE.

Consider that they were never taught to relish higher satisfactions, but grew up to women with the minds of trifling silly girls: thus they were only great children.

SPRIGHTLY.

SPRIGHTLY.

I wonder still that they should be so *wicked*, even though they were *filly*.

SENSIBLE.

O, my dear, do you forget that we are naturally prone to evil? Weeds in abundance spring up in a piece of ground which is neglected;—so do naughty dispositions in an uncultivated mind. Learn to be thankful that you have such excellent parents; and carefully follow their precepts and example.

SPRIGHTLY.

I am thankful for their care, and for the benefit of such a friend as you are. How often you direct me, and save me from thinking and acting improperly!

SENSIBLE.

It gives me pleasure to advise a tractable boy; and if I should have the joy to see you grow up to manhood a respectable worthy character—to see you a comfort and honor to your excellent parents—to see you a *Man* and a *Christian*—but I am

G 2

haranguing

haranguing—how I should rejoice in the thought of having assisted in leading you to goodness!

SPRIGHTLY.

[*Runs to Sensible, and embraces him.*]

I love to recollect your little lessons which you have given me upon any occasion. I remember that when Master *Tinsel's* new cloaths came, I thought the silver binding very pretty — do you listen?

SENSIBLE. [*Smiling.*]

Go on.

SPRIGHTLY.

You told me that it was much better to be approved for doing my lessons well, or applauded for obedience to the rules of the school, than to be admired by silly people, because I had a pretty coat.

SENSIBLE.

Dear little boy!

SPRIGHTLY.

I can write better than *Tom Tinsel*.

SENSIBLE.

You should not boast of your own performance;

ance; nor depreciate that of others. Take pains to improve yourself as fast as you can; but tell me, is your copy the better, because *Tom Tinsel's* is written ill?

SPRIGHTLY.

No.

SENSIBLE.

I doubt that your remark upon *Tom's* writing had a little tendency towards some of the naughty passions.

SPRIGHTLY.

Pray tell me when you see that I am inclined to naughtiness. Indeed I wish to be good.

SENSIBLE.

Amiable child!

SPRIGHTLY.

Mr. *Plume* often tells me, that I must take care *Ben Steady* does not overtake me:—is it naughty to strive to keep before him?

SENSIBLE.

Take all the pains you can to get forward yourself; but do not look with envy upon those

who are before you, nor with scorn at those who are behind.

SPRIGHTLY.

Mr. *Wiseman* says, that learning is like a fine obelisk upon the top of a hill; that we must all fix our eyes upon it, and strive hard to get up to it.

SENSIBLE.

Well remembered; and let me add, that each should struggle with all his might to climb the hill; but beware of pulling another down.

SPRIGHTLY.

You help me to climb. [*Bell rings.*] O! I wish the bell did not ring. I am unwilling to go.

SENSIBLE.

To obey every call with ready chearfulness, is one of the first duties of a child.

DIALOGUE VI.

The A D V I C E.

A LIBRARY.

Mr. STEADY *is seen sitting at a table, writing.*
SPRIGHTLY *stands by him.*

Mr. STEADY.

HOW old are you?

SPRIGHTLY.

I am six years and an half, Sir.

Mr. STEADY.

You can read any written hand, I suppose?

SPRIGHTLY.

I believe I can, Sir.

Mr.

80 SCHOOL DIALOGUES *for Boys.*

Mr. STEADY. [Giving him a paper]

Read that aloud; it is a passage from the register of a parish. Before you begin, let me explain to you, that children were not commonly taught so early then, as they now are: it was, you see, one hundred and eighty* years since.

SPRIGHTLY *reads.*

- ' January the second, 1602,
- ' Was buried in the chancel of *Tuddenham*, in
- ' *Suffolk*, *Jeremy Baldock*; a child of seven years
- ' and a quarter old, born at *Badwell-Abb*, in the
- ' said county of *Suffolk*.
- ' He was a child of a good disposition and excellent towardness.
- ' He had learned his *Accidence*, and great part
- ' of the Grammar Rules with such understanding, that he could almost pose any scholar.
- ' He was enter'd into the *Pueriles*, which he
- ' read with great delight; and he could write a
- ' very legible hand.
- ' His behaviour was such, that he was beloved
- ' both by God and man.

* This was written in the year 1782.

‘ A little before his death, being very ill at ease
‘ in his body, his prayer was:’

“ O Lord, send me health, or else take me
“ out of this miserable world.”

‘ And when his father said to him—“ *Jerry!*
‘ you must die!” his answer was, “ What re-
“ medy? so we must all.”

‘ In the extremity of his sickness, he would
‘ often repeat the Lord’s Prayer, and those words
‘ of the Psalmist:

“ In thee, O Lord, have I put my trust, let
“ me never be confounded; deliver me in thy
“ righteousness; into thy hands I commend my
“ spirit, for thou hast redeemed me, O Lord,
“ thou God of truth.”

Mr. STEADY.

Very well! you read with propriety; how do
you like the account of young *Baldock*?

SPRIGHTLY.

Very much indeed, Sir. I wish I were like
him.

Mr. STEADY.

For your encouragement, I will tell you that
I hear

82 SCHOOL DIALOGUES: for BOYS.

I hear a good character of you; I am told that you do somewhat resemble *Jeremy Baldock*.

SPRIGHTLY.

I begin to write copies; and I have learned through my *Accidence* several times; and I have begun *Propria quæ Maribus* the second time; and I can do sums in division; and I ———

Mr. STEADY.

Stay!—be thankful to God for your capacity and memory; to your teachers for their instructions; you need not boast of your progress.

SPRIGHTLY.

I am thankful to both, Sir; but is it not commendable in me that I improve?

Mr. STEADY.

Certainly; but the foundation of all improvement is a willing mind. I am told that you are a docile child; *that* is what I value you for: *that* is the disposition which will make you be beloved both by God and man.

SPRIGHTLY.

Young *Baldock* was beloved by God and man; I suppose that *he* was docile.

Mr.

Mr. STEADY.

You may assure yourself that he was; else he had not made such a progress. Do you love all parts of your learning equally?

SPRIGHTLY.

N---o, Sir.

Mr. STEADY.

Do you take pains in all?

SPRIGHTLY.

Yes, Sir, I do; because I wish to please my parents and teachers.

Mr. STEADY.

Good boy! and do you become reconciled to what was unpleasing in itself, in consideration that you are doing your duty?

SPRIGHTLY.

Yes, Sir, I do; and sometimes I grow fond of what was disagreeable to me at first.

Mr. STEADY.

The first beginning is never pleasing; and some lessons will always remain less agreeable than others.

SPRIGHTLY.

SPRIGHTLY.

I am not very fond of studying a column in the spelling-book; but I am sure it is proper for me to do it, because it is my friend *Sensible's* desire. I don't mind *Pert* saying that it is like a baby.

Mr. STEADY.

Pert is a foolish boy; you may safely make it a rule to disregard every thing which he says. For your spelling-lessons, you will experience the comfort of them when you begin to write letters.

SPRIGHTLY.

I do write letters, Sir: I wrote letters before I came to school.

Mr. STEADY.

And is it not a great pleasure to be ready at spelling? You would otherwise be continually interrupted in your writing to seek for the words.

SPRIGHTLY.

Master *Trifle* is forced to seek every word in a Dictionary, or else to run about among the boys,

boys, enquiring how to spell. I often tell him, yet he is three years older than I am.

Mr. STEADY.

Never boast of your own knowledge, nor despise another for his ignorance. Do you find that you can spell a word the better, because poor *Tom Trifle* is at a loss?

SPRIGHTLY.

That is just what *Sensible* says. But is not *Faddle* blameable for refusing my offer which I made, to teach him his multiplication table?

Mr. STEADY.

He is. I hope you made the offer in an obliging, humble, and gentle manner?

SPRIGHTLY.

Indeed I did, Sir. I said——“If you please, “*Faddle*, we will help each other: you are forwarder than I am in drawing; and I will give “you my copy of the multiplication table:”—you know, Sir, I could spare it.

Mr. STEADY.

And what was his answer?

SPRIGHTLY.

That he did not want such dull things.

Mr. STEADY.

If he be so filly, he must remain in ignorance: it is impossible to *make* a boy learn.

SPRIGHTLY.

Sometimes I find a lesson difficult, and feel lazy or idle;—my friend *Sensible* casts his eye toward me, and that seems to say, “make haste, take pains;” then I exert myself, and conquer the difficulty.

Mr. STEADY.

And you remember a lesson which came with some difficulty, better than those which you caught with ease?

SPRIGHTLY.

Indeed I often do, Sir.

Mr. STEADY.

And when you meet with that lesson again, you recollect with pleasure the pains which you took to acquire it.

SPRIGHTLY.

Yes, Sir; I feel happy.

Mr.

Mr. STEADY.

It is a great satisfaction to reflect that we have done well.

DIALOGUE VII.

The DISAPPOINTMENT.

A LARGE ROOM.

*The Boys are seen in parties; some engaged in play,
some conversing.*

CHIEF SPEAKERS.—SPRIGHTLY, SENSIBLE, GENTLE, PERT.

SPRIGHTLY.

I WISH it had been a fair day.

SENSIBLE.

Sprightly, I must cure you of wishing.

SPRIGHTLY.

I had resolved to clean my garden thoroughly the first holiday; and this weather prevents me.

SENSIBLE.

SENSIBLE.

I do not doubt but you had formed plans; but is there no amusement to be found in rainy weather?

SPRIGHTLY.

O yes! books, drawing, writing, prints; besides —

SENSIBLE.

Besides a hundred other employments to which you can have recourse; for shame! do not sit repining at an interruption in one scheme, but settle to some other. Let me whisper you — do you think that *Jerry Baldock* regretted a little disappointment of this kind?

SPRIGHTLY.

I have not a book here.

SENSIBLE.

I believe I have one in my pocket. There, you will find a mark against those sentences which I particularly esteem.

SPRIGHTLY. [*Reading.*]

“ Were there but one *Virtuous Man* in the world, he would hold up his head with con-

“ fidence and honor: he would shame the world,
“ and not the world him.”

Dr. South.

“ Be not diverted from your duty by any idle
“ reflections the silly world may make upon
“ you; for their censures are not in your power,
“ and consequently should not be any part of
“ your concern.”

Epicletus.

“ Pitch upon that course of life which is the
“ most excellent: and custom will render it the
“ most delightful.”

Pythagoras.

“ Learn the art of entertaining thyself alone,
“ without being weary or melancholy; and then
“ thou wilt not be much put to it, for want of
“ recreation and company.”

“ Forget the faults of others, and remember
“ thine own.”

“ Whatever you dislike in another person,
“ take care to correct in yourself, by the
“ gentle reproof of a better practice.”

Sprat.

I think

PERT.

I think your book is very dull. I expected to hear a story, not advice. I have heard enough of that.

SENSIBLE.

You are very unwise to condemn good advice; but I will indulge your wish for a story. *Sprightly*, put the book in your pocket, I will lend it to you.

SENSIBLE *relates a Story.*

A mouse, whose young ones were just going to leave the nest, was full of anxious thought; and thus she spoke to them: "My dears, you
"are going into a world which is full of dan-
"gers:—I have often told you of the Cat and
"the Owl; I have described them to you; and,
"I think, have given you full directions how
"to shun them."

"Oh yes, cried a pert little mouse, mamma,
"I am tired of hearing of them."

The old Mouse went on.

"I have frequently related my own escape
"from a horrid machine made of wood; it is
"hollowed

“hollowed into cupboards, in which are placed
 “tempting pieces of cheese; I was just going
 “to nibble at one of them, when my neighbour
 “*Gnawbread* called out—“Beware! there is trea-
 “chery concealed; see my foot!”—and shewed
 “me how he had been maimed. Whenever you
 “meet with pieces of cheese, be cautious, lest
 “they should be baits to entice you to ruin!
 “Sometimes I have seen a bit of cheese lying
 “on a small trencher, with wires over it like a
 “little bird-cage.”

Here she paused, missing one of her nestlings;
 for the pert mouse, grown quite tired of listen-
 ing to his good mother’s advice, had crept
 away. She went in search of him, and where
 do you think he was found?—caught in one of
 the traps which she was describing when he stole
 out of the nest. She had the grief to see him
 taken out, and given to a favourite cat; and
 retired to enforce still more strongly to her re-
 maining children the necessity of caution.

P E R T.

PERT.

I understand that you mean to reprove me.

SENSIBLE.

Then profit by the reproof.

SPRIGHTLY.

I will never be tired of hearing the advice of my kind friends.

GENTLE.

I hope I shall always remember this fable.

PERT.

You are so grave, I shall leave you to return to your book.

SENSIBLE.

Now, my dears, please yourselves, I am going; but you may read on if you choose.

SPRIGHTLY.

Come, *Gentle*, sit near me, and I will read aloud.

SPRIGHTLY *reads*.

"*Agislaus* being asked what he thought most proper for *boys* to learn; answered, what they ought to do when they come to be *men*."

"Parents

“ Parents are commonly more careful to be-
 “ flow *wit* upon their children, than *virtue*;
 “ the art of *speaking* well rather than *doing*
 “ well: but their manners ought to be the
 “ great concern.”

“ If we enquire after the cause, that men
 “ grow every day more loose in their principles,
 “ and vicious in their practices, it seems to be,
 “ that in the places of education there is no
 “ book taught that has any relation to the
 “ *Sacred Writings*.”

“ He who is taught to live upon little, owes
 “ more to his father’s wisdom, than he who has
 “ a great deal left him, does to his father’s
 “ care.

“ The end of learning is to know God, and
 “ out of that knowledge to love him, and to
 “ imitate him; as we may the nearest by pos-
 “ sessed our souls of true virtue.”

DIALOGUE VIII.

The ENCOURAGEMENT.

Sensible's Closet.

SPRIGHTLY, SENSIBLE, GENTLE.

SENSIBLE.

MY dear little boy, be not discouraged at a slight difficulty.

GENTLE.

I know that I can not learn this lesson in time.

SENSIBLE.

I am persuaded that you can, if you begin directly, and take pains.

SPRIGHTLY.

SPRIGHTLY.

The beginning of any thing is so hard!

SENSIBLE.

I am willing to assist you both. The difficulty will give you pleasure when it is conquered.

SPRIGHTLY.

Was this lesson difficult to you?

SENSIBLE.

I do not recollect that particular lesson; but you may assure yourself that I met with difficulties.

GENTLE.

I shall never know as much as you do.

SPRIGHTLY.

Nor I.

SENSIBLE.

Yes, you will; only believe that you can learn, and exert your utmost diligence. Perhaps I could have thought as you do, when I was a child.

SPRIGHTLY.

Did you?

SENSIBLE.

SENSIBLE.

If I sometimes did—I am wiser now; and would persuade you to profit by my experience.

SPRIGHTLY.

I wonder whether the usher remembers learning this.

SENSIBLE.

The usher certainly did begin with that.

SPRIGHTLY.

And the master?

SENSIBLE.

Doubtless.

SPRIGHTLY.

I might have known that; yet I never happened to think of it before.

SENSIBLE.

Consider, my dear boy, that the most learned man in England was only a little child, and ignorant as you are, and probably thought the first rudiments as difficult as you do.

SPRIGHTLY.

Think, *Gentle!* Mr. *Lilly* himself had once to begin thus!

VOL. I.

I

GENTLE.

GENTLE.

That thought is an encouragement.

SPRIGHTLY.

Let us apply closely; perhaps we may be as learned in time. Let us go and study in the garden.

DIALOGUE

DIALOGUE IX.

The CONJECTURES.

A SUMMER-HOUSE.

Gentle and Sprightly are seen playing at leap-frog.

Enter Sensible.

SENSIBLE.

YOU have learned your lessons, I suppose.

BOTH.

O yes. Yes.

SPRIGHTLY.

Will you give us leave to keep the book which you lent us, that we may read this evening?

SENSIBLE.

If you please.

I 2

SPRIGHTLY.

100 SCHOOL DIALOGUES *for* BOYS.

SPRIGHTLY.

I shall not forgive *Pert* for interrupting us so rudely.

SENSIBLE.

O fie! *Pert* has great faults; but to dislike him for those faults, is not the way to correct them.

GENTLE.

What can we do?—He won't regard our advice.

SENSIBLE.

But most boys may be won by gentleness. You see that he understood my story to be designed as a hint to him: now if you had persisted in reading, you would have deprived him of a lesson which may be of use to him.

SPRIGHTLY.

I am glad that I gave up my inclination: I feel much more pleasure in the reflection.

SENSIBLE.

There spoke *Jerry Baldeck*!

SPRIGHTLY.

SPRIGHTLY.

I wish to be like *Ferry Baldock*. I should like to know all that he did or said.

SENSIBLE.

You may often form a conjecture what he would say or do upon any occasion.

SPRIGHTLY.

What would *Baldock* have done, when *Pert* called out, "I think your book is very dull?"

SENSIBLE.

What *you* did—have borne it with patience, and deferred the pleasure of reading the rest.

SPRIGHTLY.

And had *Baldock* been the great boy, he would have done as you did; taken the opportunity of telling such a story as might teach *Pert* to behave better.

GENTLE.

And he would have made two little boys (who wished to be good) happy, by lending them a book which was full of excellent rules.

SENSIBLE.

I was very much pleased at your ready compliance with *Pert's* humour: you laid aside a book which you had just begun to read with eagerness.

GENTLE.

We were both delighted with the fable; and our book remains to entertain and improve us.

SPRIGHTLY.

Gentle is the happiest boy in the world; he is all compliance in things which are innocent: it seems to be no sacrifice in him to give up his own choice: he is always content, and has the happiness of being beloved by every body.

GENTLE.

It is a pleasure to please others.

SPRIGHTLY.

So it is; but sometimes I am unwilling to quit the employment in which I am engaged: though I lose the relish by regretting that I did not comply.

SENSIBLE.

Gentle has another excellent property, which proceeds

proceeds from the same amiable disposition ; whatever employment he is engaged in, to *that* he gives his whole attention ; so that he improves his time to the utmost.

DIALOGUE X.

The WORTHY PATTERN.

AN ARBOUR.

SENSIBLE, GENTLE, SPRIGHTLY,
GOODWILL.

SENSIBLE. [*With a paper in his hand.*]

MR. Steady met with this letter among some old papers: he knows not who wrote it; but it was entitled, "*a modern letter upon the extraordinary proficiency of some children.*" * The letter was merely an introduction to the passage from the register which you have already read.

GOODWILL.

* See an account of *J. Baldock*, at Dialogue VI.

GOODWILL.

I shall like to look it over again.

Enter PERT.

[He peeps over Goodwill's shoulder, and exclaims
Is your sermon finished?

SENSIBLE.

It is not a sermon; but if it *were*, it would be no disgrace. We have been reading an account of *Jerry Baldock*.

PERT.

O, I heard it. A little methodistical monkey!

SENSIBLE.

He was a pious child. — Are you ashamed of being thankful to a friend who obliges you?

PERT.

I am not such a fool.

SENSIBLE.

Then why are you ashamed of being thankful to *Him* who gives us all good things?

SPRIGHTLY.

God gives us all good things.

PERT.

Your boy was nothing extraordinary.

GENTLE.

106 SCHOOL DIALOGUES *for* BOYS.

GENTLE.

He was forwarder in his learning than boys of his age often are.

PERT.

That was no merit of his.

SPRIGHTLY.

Surely it was. He must have taken pains.

GENTLE.

And he must have been of a docile disposition.

PERT.

Nonsense! what has docility to do with the progress which a boy makes in his learning?—Nothing.

GENTLE.

Has it not?

SENSIBLE.

Certainly it has — for a child is naturally inclined to prefer *sport* to *study*; but he gives up his inclination to the commands of his teachers.

PERT.

That we are all forced to do at school.

SENSIBLE.

SENSIBLE.

You are obliged to go into school at the hour—to sit still—to take your book—but no person can force you to *learn*, to *understand*, to *remember*; so that many an obstinate boy remains a dunce all his life.

PERT.

I had rather be less forward, than to be so conceited as some boys are.

GENTLE.

I hope I am not conceited.

SPRIGHTLY.

Am I conceited, *Sensible*?

SENSIBLE.

You must be cautious: you appear sometimes to have a little propensity to conceit.

SPRIGHTLY.

I am glad that *Pert* reproached me.

GENTLE.

I take pleasure in receiving instruction, and strive to improve in every thing. I love writing; but Mr. *Quill* is so peevish, that I love it the least of any thing.

SENSIBLE.

208 SCHOOL DIALOGUES for BOYS.

SENSIBLE.

Mr. *Quill* is rather hasty; but you should consider that his impatience arises from a desire to see you excel.

GENTLE.

But he frightens me, and then I can not do so well as I did before.

SENSIBLE.

He can not know the temper of every boy, else he would encourage *you*, and frighten *Pert*.

GENTLE.

He is angry with poor *Meek* when he cries.

SENSIBLE.

Boys should strive against crying; it can do no good. He who is reprov'd, should shew his concern by correcting the fault.

GENTLE.

When I was writing my first letter, he told me that *Sprightly's* would be better written than mine. You know, *Sprightly*, you wrote to your papa at the same time, the first letter after you came to school.

SPRIGHTLY.

SPRIGHTLY.

I remember it. Yours was the best written.

GENTLE.

I do not think so; nor did I wish it.

SENSIBLE.

My dear boys, I love your dispositions; but each should strive to improve himself; at the same time that each rejoices in the progress of his friend.

GENTLE.

I do not wish to excel *Sprightly*.

SENSIBLE.

Wish for both to improve; and you may be able to assist each other. What a pleasure to you both

DIALOGUE XI,

The P A C K I N G,

A CHAMBER,

SPRIGHTLY *and* GENTLE

GENTLE,

IT is particularly obliging in *Goodwill* to invite us together.

SPRIGHTLY.

He knows our affection to be such, that neither of us could relish going alone. I have lost the key of my drawers.

GENTLE,

Sprightly, I wish you would be more careful.—but I can not keep you in a fright:—here is your key,

SPRIGHTLY.

SCHOOL DIALOGUES for Boys. III

SPRIGHTLY.

I thank you. Where did you find it?

GENTLE.

Dropped in the school.

SPRIGHTLY.

How neatly your linen is kept!

GENTLE.

I always consider whether my drawers are in such order as my mamma would approve, if she saw them.

SPRIGHTLY.

My mamma is very neat. I will strive to copy after your example, and make it a rule to do as I know she would have me, even in those seeming trifles.

GENTLE.

What shall we want to carry? Bring your combs and brushes.

SPRIGHTLY.

Here is my night-cap.

GENTLE.

Fold these shirts with more exactness.

DIALOGUE XII.

The R O S E.

Mr. Goodwill's Garden.

GOODWILL, GENTLE, SPRIGHTLY,

GENTLE.

HOW pleasant this garden is!

SPRIGHTLY.

It is a pity the road is so near.

GENTLE.

The hedge conceals it.

SPRIGHTLY.

Yet it is not agreeable to have a road so near,

GOODWILL,

GOODWILL.

It sometimes occasions pleasure. I hear a passenger say—"This garden is Mr. Goodwill's; he is a very good man."

SPRIGHTLY.

It is a great joy to hear our parents praised.

GOODWILL.

[Throwing a rose over the hedge.]

The road affords me other pleasures.

CHILD,

[Behind the hedge, exclaims.]

Here is a charming rose!

SECOND CHILD.

How pretty! and how sweet! I wish I had one.

GOODWILL. *[Throwing another rose.]*

There is one.

SECOND CHILD.

I thank you.

SPRIGHTLY.

Now I like the road.

GENTLE.

It is a great pleasure to oblige another.

K 3

GOODWILL.

III. SCHOOL DIALOGUES for BOYS.

GOODWILL.

My papa often says that we should cultivate the disposition to do as we would wish to be done by even in *trifles*. Small occasions, he says, occur every day; great ones but rarely.

GENTLE.

Mr. *Goodwill* once read a passage from a poem, describing a weak lamb reared in a cottage.

GOODWILL.

In the *Fleece*—can you recollect it?

GENTLE.

The author recommends giving him warm milk frequently when he bleats for hunger; and says,

“In this soft office may thy children join,

“And charitable actions learn in sport.”

SPRIGHTLY.

Mr. *Freelove* once read to me a story to prove the danger of doing ill in seeming trifles,

GOODWILL.

What was it?

SPRIGHTLY.

SPRIGHTLY.

I only remember that the story relates a great many very bad actions, and a fatal end to which a man was led, who had been very good.

GENTLE.

I have heard it. His first fault was striking a dog who fawn'd upon him.

SPRIGHTLY.

It was. The action shewed an evil disposition.

GOODWILL.

It was tyrannical, cruel, and unjust.

SPRIGHTLY.

My mamma does not allow us to keep either birds, cats, or dogs.

GOODWILL.

She is fearful that when the novelty is over, you might neglect them.

SPRIGHTLY.

She is,

GENTLE.

My mamma suffers us to have several favorites

vorites; but she takes care that we shall be kind to them.

GOODWILL.

Sprightly! you do not destroy birds' nests?

SPRIGHTLY.

No, surely.

GOODWILL.

Stoop gently down;—now peep under that branch—do you see a nest?

SPRIGHTLY.

No.

GOODWILL.

There; I see the young birds move.

SPRIGHTLY.

O there!

GENTLE.

They are just ready to fly.

GOODWILL.

They are; I long to see the joy of the old birds: I wish they may fly before we return to school.

GENTLE.

GENTLE.

Goodwill, I wonder that you should keep birds in cages; you who are so kind, so tender!

GOODWILL,

I take the utmost care of them.

GENTLE,

But liberty is so sweet!

GOODWILL.

As they never tasted liberty, they feel no regret. Besides, you know the *Canary* bird could not live abroad in this climate,

GENTLE.

But the Blackbird and the Thrush?—

GOODWILL.

The Blackbird was a nestling which I redeemed from an idle boy when it was too late in the season to turn it loose.

GENTLE.

The Thrush?

GOODWILL.

Was recommended to my care by a particular friend, when he left *England*,

GENTLE.

118 SCHOOL DIALOGUES for Boys.

GENTLE.

My dear *Goodwill*, forgive me, that I should suspect you of doing ill. When I do, may I always be convinced that I was mistaken—I beg your pardon.

GOODWILL.

Make no apology. Reproof is the office of friendship.

DIALOGUE

DIALOGUE XIII,

The MYRTLE RETRIEVED.

A PART OF THE PLAY-GROUND.

*Several boys are seen; some playing, some sitting,
some at work in their gardens. Sprightly digging.*

Gentle runs to him with a myrtle in his hand,

GENTLE.

HERE is our myrtle.

SPRIGHTLY.

Where did you find it? — it is almost dead.

GENTLE.

*Spiteful plucked it up by the roots, and threw
it away.*

SPRIGHTLY,

SPRIGHTLY.

How very ill-natured!

GENTLE.

And how unprovoked! we never offended him.

SPRIGHTLY.

Who told you?

GENTLE.

Chatter.

SPRIGHTLY.

Are you sure that it is truth?

GENTLE.

Friendly confessed that he saw him with it in his hand, and entreated him to replace it.

SPRIGHTLY.

What can be done?

GENTLE.

Let us plant it.

SPRIGHTLY.

Where is the pot?

GENTLE.

It is broken.

SPRIGHTLY.

We have not another; what can we do?

GENTLE.

GENTLE.

Let us plant it in the earth.

SPRIGHTLY.

[*Begins digging.*]

We must break the mould well;—do you run for a pot of water.

GENTLE.

I will fetch some rain-water out of the tub.

[*He goes.*]

[*Other boys draw near.*]

FIRST BOY.

Sprightly, you must fight *Spiteful*.

SPRIGHTLY.

What good will that do?—will it make my myrtle grow?

FIRST BOY.

It will shew a becoming spirit.

SPRIGHTLY.

I think forgiveness is *more* becoming.

SECOND BOY.

He is too small to fight *Spiteful*.

THIRD BOY.

Gentle and he are partners; let them join to beat *Spiteful*.

[*Gentle* returns with a pot of water.

FIRST BOY.

You and *Sprightly* must fight *Spiteful*.

GENTLE.

I believe we are both of the same mind.

TAUNT.

Both cowards I suppose.

SPRIGHTLY.

Neither of us, I trust, cowards; yet neither inclined to fight.

TAUNT.

No—not cowards—only afraid of being hurt, Ha! ha!

SPRIGHTLY.

I neither wish to be hurt, nor to hurt another.

GENTLE.

Nor I.

FIRST BOY.

But your honor is at stake,

SPRIGHTLY.

SPRIGHTLY.

We are neither of us a match for the offender.

SECOND BOY.

But both together.

SPRIGHTLY.

That *would* look cowardly.

GENTLE.

I think that he ought to ask our pardon — and I own he deserves chastisement; but if I were able I would not inflict it.

SLY.

It is the second offence; he it was who cut off your geranium.

GENTLE.

I am sorry he is so ill-disposed; — such a disposition is its own punishment.

SPRIGHTLY.

We really should tax him with his fault, to prevent him from doing the like again.

SLY.

I would steal into his garden at night, and spoil it.

L 2

GENTLE.

THE GENTLE.

No!

SPRIGHTLY.

No!

THE GENTLE.

I will never seek revenge.

SPRIGHTLY.

— I will not do ill because another does.

SMITH.

I am no friend to fighting; but *Spiteful* ought to be well drubbed.

BROWN.

I hate quarrels.

SMITH.

So do I; but this is a different case from wrangling and scolding; — it is the general opinion that two good-natured boys have been very ill used: — that an ill-tempered coward has presumed upon his superior strength, in oppressing these little boys.

DAN.

Tell the master.

SPRIGHTLY.

SPRIGHTLY.

No; — I would rather do any thing than expose his naughty disposition *so*.

GENTLE.

Let us only bring him to shame, by telling him that we know of the trick, and are above resenting it.

SMITH.

He who could be guilty of so mean an action will feel little shame; — suppose we found a great boy to fight him?

DAN.

There are very few to match him.

SMITH.

Few so big; but he is an awkward, loose-jointed creature.

WHITE.

And cowardly.

SMITH.

I dare say *Sturdy* would fight him.

WHITE.

Sturdy would enjoy it.

L 3

GENTLE.

126 SCHOOL DIALOGUES for BOYS.

GENTLE.

I do not desire it.

WHITE.

It is a common cause.

SMITH.

We shall all have our gardens destroyed.

DAN.

I dare say it was he who cut down my lilac.

GENTLE.

It is ungenerous to add supposed faults to those in which he has been detected.

DAN.

I will fetch *Sturdy*.

[*He runs off.*

WHITE.

I wish I were stout enough to fight for you.

SMITH.

If I were I would drub him well.

GENTLE.

I do not desire it.

WHITE.

You are too mild.

SPRIGHTLY.

SPRIGHTLY.

I would rather fight in defence of a friend than in my own cause.

DAN. [*Returning with Sturdy.*]

Here comes the champion; he is willing to attack *Goliath*.

SPRIGHTLY.

Do not allude to the Scriptures in our trifling frays.

STURDY.

I have heard the provocation; and it will be a pleasure to me to treat *Spiteful* with a black eye.

GENTLE.

We are obliged to you for your zeal; but do not wish you to be severe.

SPRIGHTLY.

I wish you to correct him only; and hope that you will get no harm, nor hurt *Spiteful* farther than a thumping.

WHITE.

Where is the antagonist?

DAN.

Let us seek him.

SMITH.

128 SCHOOL DIALOGUES for BOYS.

SMITH.

Who will go?

GENTLE.

I had rather not be present.

SPRIGHTLY.

I shall like to see a little; though I would not have him hurt.

SMITH.

We will all be present.

WHITE.

Let us form a ring to receive him.

SMITH.

Who carries the challenge?

MANY VOICES.

I will! I will! I will!

[*Several boys run out.*]

Sturdy pulls off his coat, and brandishes his fists in a threatening manner.

STURDY.

I will teach *Spiteful* to root up myrtles and geraniums.

GENTLE.

Perhaps he will ask our pardon.

SPRIGHTLY.

SCHOOL DIALOGUES for BOYS. 129

SPRIGHTLY.

Then we will intreat that he may not be beaten.

SMITH.

It is too late.

FIRST BOY.

It is a second offence.

SECOND BOY.

It was a sly nasty trick.

THIRD BOY.

It was so unprovoked!

SECOND BOY.

So without any temptation!

FIRST BOY.

He deserves to receive a lash from every boy in the school.

SECOND BOY.

He deserves to be flogged with nettles.

GENTLE.

Do not reproach or insult him.

SPRIGHTLY.

One punishment is sufficient.

GENTLE.

130 SCHOOL DIALOGUES for BOYS.

GENTLE.

Pray do not chastise him more than the common cause requires.

SPRIGHTLY.

Pray do not.

FIRST BOY.

Here he comes.

SPITEFUL. [*Dragged in.*]

What is all this for?

STURDY.

Come within the circle, and I will shew you,

SPITEFUL.

I will not fight.

FIRST BOY.

You must.

SECOND BOY.

You shall.

MANY VOICES.

You shall; you shall; you must; you shall.
A common cause; a common cause. Off with his coat!

[*They fight: — after a short time Spiteful yields*

The boys insist that he shall ask pardon of the

little

little ones whose myrtle he had destroyed. — This he does, but with so ill a grace, that the boys hiss him out of the circle, exclaiming “ A sneaking coward! — A sneaking coward!” — Gentle and Sprightly entreating for him, that he should be spared from all farther insult.

DIALOGUE XIV.

The RAINY DAY.

THE SCHOOL.

FADDLE. [*Stretching and yawning.*]

HOW unlucky! that it should rain on a Saturday, when we might get out of this hole.

TAUNT,

Wet weather is a misfortune upon those who can not amuse themselves in the house.

PERT. [*To Sprightly.*]

What is *your wisdom* employed about?

SPRIGHTLY.

I am copying some characters of dutiful children.

MEER.

MEER.

MEER. 112.

When I have just been reading those, I always think how watchful I would be to comply with my mamma's inclinations if I were at home.

GOODWILL. 111.

Though we are absent, we may do *that*;—for instance, we are sure that our parents wish to have us take pains.

SPRIGHTLY. 110.

When I meet with some difficulty, if I think of my papa and mamma I exert myself, and conquer it.

GOODWILL.

We should consider upon all occasions what our parents would approve.

GENTLE. 109.

The eye which you see in old prints is not a bad idea; for if we always reflected that our actions are seen, we should be upon our guard to behave well.

SPRIGHTLY.

That eye was an emblem of God's providence.

GOODWILL.

They who consider that God sees every where, will always strive to be good.

SPRIGHTLY.

Therefore a wise man said, "When you mean " to commit an evil action, seek out some place where God does not see."

GOODWILL.

And abstain from all sin, till you find such a place.

GENTLE.

I am most pleased with the description of a family of children; each taking such pleasure in seeing the others happy.

SPRIGHTLY.

When one of us is particularly attentive, my mamma rewards us by—

GIDDY.

—Carrying you abroad, I suppose.

SPRIGHTLY.

SPRIGHTLY.

No — by giving us the pleasure of being the messenger of agreeable tidings to the rest; or the bearer of some little toy or treat to our brothers and sisters.

GOODWILL.

The greatest pleasure you could have. — What a pleasing thought is it that — “ Brothers should
“ be like the fingers upon a hand, each assist the
“ other.” — I believe it is in *Plutarch’s Morals*.

GENTLE.

Watts says, that “ The children of a family
“ should agree like the birds in a nest.

SPRIGHTLY.

It is the constant aim of my dear mamma to promote our affection for each other; she loves us in proportion to our love and kindness to our brothers and sisters.

GOODWILL.

I have neither brother nor sister; and should be wickèd to wish that I had. I enjoy a great many comforts, for which I ought to be thankful; not to repine that any one is wanted.

GENTLE.

If you had a younger brother at school, how kind you would be to him!

GOODWILL.

I hope I should look upon him to be placed under my protection; and that my inclination, as well as duty, would lead me to treat him with kindness.

GENTLE.

You treat all the little boys as if they were your younger brothers.

SPRIGHTLY.

My elder brothers are so condescending, that we are all play-fellows in the holidays; yet they are much older than I am.

PERT.

What! have your brothers nothing better to do, than to romp with such chits as you are?

SPRIGHTLY.

My brothers are fond of books, and very forward. — Pray, *Sensible*, speak to *Pert*.

SENSIBLE.

Mr. *Sprightly*'s family affords an example wor-

GENTLE

M

thy

SCHOOL DIALOGUES *for* BOYS, 137

thy of imitation; each child takes pleasure in obliging the rest. The elder boys consider that nothing can gratify the little ones so highly as joining in sports with them: but *you, Pert*, have no idea of such joy: you never do as you would be done by.

PERT.

I shall not play with babies.

SENSIBLE.

There is no occasion, at school, to play with the little ones; each boy has many play-fellows of a suitable age: but Mr. *Steady* (who once saw the elder *Sprightly* running with a train of younger ones in pursuit of him) exclaimed with emotion——

PERT.

Your servant—I shall not stay to hear a long speech.

GOODCHILD.

Pray let us hear Mr. *Steady's* observation.

SENSIBLE.

“ I knew you promised to be a man of learn-

M 3

“ ing,

"ing, a man of probity; but, this fight teaches
 "me to hope that you will be amiable and
 "condescending."

SPRIGHTLY.
 If *Jack* were at school with me, he would be
 my friend and protector; he would never tyrannise
 over me, as many great boys do over their
 younger brothers.

GOODWILL.

Nothing makes me so angry as to see a great
 boy tyrannical and oppressive to a little one:—
 but when that little one is his brother, whom
 he ought to love and cherish,—the little *Benja-
 min* whom his mother rejoiced to place under
 his protection, I am shocked beyond measure.

SENSIBLE.

Wicked boys often encourage a little one to
 be saucy to his elder brother: and instigate a
 great one to be lordly over a younger brother;
 thus fomenting discord, they really act the part
 of an infernal being.

DIALOGUE

DIALOGUE XV.

A PLAY-GROUND.

The DILEMMA.

A walk at the extremity of the play-ground. — At the end a gate into a field. Subtle, Thompson, Sly, Frankling, Meek, &c. running across, or engaged near.

SLY. [*Peeping round.*]

HERE is a gate unlocked, I will creep out, and take a little ramble.

[*He goes out.*]

SUBTLE.

Let us steal out here, and look about us.

THOMPSON.

We had better not; we shall be punished.

SUBTLE.

We may not be discovered; if we should, we can say that we followed Sly to persuade him to return.

THOMPSON.

140 SCHOOL DIALOGUES for Boys.

THOMPSON.

No; I will not tell a lie,

SUBTLE.

Frankling! will you go with me?

FRANKLING!

No.*

SUBTLE.

You will not tell of me?

FRANKLING.

Not unless I am asked.

SUBTLE.

If you be asked?

FRANKLING.

I will not tell a falsity to screen you.

SUBTLE.

Meek! come hither.

MEEK.

What do you want?

* Lord Kaims says, "The first thing necessary for a boy
" (going to a great school) to learn, is to pronounce the
" monosyllable *No* with becoming firmness."

SUBTLE.

SCHOOL DIALOGUES for BOYS. 141

SUBTLE, [*Throwing a ball.*]

If you follow this ball, you shall have it.

MEEK.

You have thrown it out of bounds!

SUBTLE.

Well, you simpleton, is not the gate open?

MEEK.

I do not like to go out of bounds.

SUBTLE.

Ridiculous! it is not three steps.

MEEK.

[*Runs out, gets the ball, and returns.*]

I am glad I am within again; the ball is dearly earned.

SUBTLE.

Now that you have *been out*, you may as well go with me a little way; nay, never hesitate; your punishment will be the same.

[*Pulling him out.*]

MEEK.

Do not pull me so.

SUBTLE.

Come, come; you shall go—help!—help!

SPRIGHTLY,

142 SCHOOL DIALOGUES for Boys.

SPRIGHTLY, [*running out.*]

What is the matter?

SUBTLE.

Only you are out of bounds; and so you may now join our party.

SPRIGHTLY.

Does nothing ail you?—I shall return directly.

SUBTLE.

Pshaw! what a coward you are!

SPRIGHTLY.

I will never break rules; nor go beyond our bounds.

SUBTLE.

Come along; you shall be punished with the rest, though you return.

SPRIGHTLY.

Do not hold me; I will return.

SUBTLE.

I will tell of myself, for the pleasure of seeing you punished.

SPRIGHTLY.

Do not talk of punishment; it is the thought of *deserving* it which would distress me.

SUBTLE.

SUBTLE.

Fantastical stuff!

MEEK.

Pray, *Subtle*, let us all return;

SUBTLE.

I have a mind to go; and if you go with me I dare say we shall not be seen. — *Will Sprightly* will not tell of us. — Nay, he had better *not*; for I can swear that *he* has been out.

SPRIGHTLY.

I wish you would all return,

SUBTLE.

Go, *Will*, turn your back, and then you can say you did not see us go from the gate.

SPRIGHTLY.

I shall neither seek to impeach you, nor will I lie, or even equivocate to save you.

SUBTLE.

Smith! come with me. *Green!* come hither. Let us creep gently along by this hedge; we shall soon be out of danger of discovery.

[*Sprightly stands musing. Enter Gentle to Sprightly, and runs to him.*]

GENTLE.

GENTLE.

Where have you been?—I have been seeking you every where.

SPRIGHTLY.

I have wished to see you.

GENTLE.

What is the matter? you appear to be in distress.

SPRIGHTLY.

I have been betrayed out of bounds.

GENTLE.

How?

SPRIGHTLY.

By hearing a shriek on the outside of the gate.

GENTLE.

What was the cause of the shriek?

SPRIGHTLY.

It was merely a trick to get me out—but this is not all; I am privy to an offence, though I would not consent to join in it.

GENTLE.

I am sorry; but you have committed no fault?

SPRIGHTLY.

SPRIGHTLY.

None, except just running out; and *that* I did on a supposition that I might help a boy in distress.

GENTLE.

As you have not been faulty, do not grieve.

SPRIGHTLY.

Consider the case; if the boys be discovered, they will think that I told of them, and will reproach me.

GENTLE.

It is true.

SPRIGHTLY.

I am liable to be accused of having been out of bounds.

GENTLE.

But you can relate the truth?

SPRIGHTLY.

I can; but it will appear like an invention; the boy who so ungenerously drew me into the scrape, will never own the cheat which he put upon me.

GENTLE.

I doubt not.

VOL. I.

N

SPRIGHTLY.

SPRIGHTLY.

I shall at least be thought to have broken a law, which I hoped never to do.

GENTLE.

I am as vexed as you can be.

SPRIGHTLY.

And if the chief aggressor should be as disingenuous, as I suspect he will be, I shall appear very culpable.

GENTLE.

And your excuse will seem like an artful tale.

SPRIGHTLY.

That is the most distressing circumstance.

GENTLE.

Shall we consult with *Sensible*?

SPRIGHTLY.

I should wish to do it, but I am unwilling to betray any body, unless I were examined.

GENTLE.

I have not asked one question, because it would do no good to tell *me*.

SPRIGHTLY.

Dear *Gentle*! how delicate!

GENTLE.

GENTLE.

Perhaps *Sensible* would not require *names*; or if he did, would not betray the confidence.

SPRIGHTLY.

I believe we must acquaint him; — then if the scheme should be discovered, and I be accused, he will vouch for me, that there is no deceit in my account, as I had already related it to him.

GENTLE.

Let us go.

SPRIGHTLY.

With all my heart.

GENTLE.

There is *Sensible*.

SPRIGHTLY.

Let us run.

[*They run across a walk, and disappear. After some time they all three come out of one of the walks, and continue conversing.*]

SENSIBLE.

My dear little boys, you have judged very properly.

148 SCHOOL DIALOGUES for Boys.

SPRIGHTLY.

I am now quite easy.

GENTLE.

We are very happy that we have such a friend and counsellor.

SENSIBLE.

You would have been sorry to be suspected of seeking to disclose the faults of your school-fellows; unhappy to be supposed guilty; and miserable to have appeared so base as to excuse yourself by any falsity or evasion. — Now you are perfectly safe.

GENTLE.

My heart is as light as a feather.

SPRIGHTLY.

And I could jump over the moon.

[They go out jumping.]

DIALOGUE

DIALOGUE XVI.

The GENEROUS DISCOVERY.

A PARLOUR.

Enter SAGE to Mr. WISEMAN.

SAGE.

SIR, young *Frankling* begs leave to speak to you.

Mr. WISEMAN.

On what account?

SAGE.

I believe it is on account of the order for confinement.

Mr. WISEMAN.

If it be, I shall choose to receive the information in public—so I will come.—No; upon

150 SCHOOL DIALOGUES for BOYS:

recollection, I can have the boys in here. You will call him if you please.

SAGE. [*Opens the door.*]

Frankling!

FRANKLING.

Sir!

FRANKLING,

[*Enters and bows, saying,*

Sir—I find that you have given an order of confinement from play, till it shall be discovered who put the apples in our bed.

Mr. WISEMAN.

Can you discover the offender?

FRANKLING.

I can, Sir.

Mr. WISEMAN.

I wish to receive no secret information—open the door.

FRANKLING.

Sir, I have nobody to accuse.

Mr. WISEMAN.

[*As he opens the door.*

Heyday!

Come

SCHOOL DIALOGUES for BOYS. 151

Come in quietly, and arrange yourselves.

[Here they all enter.]

Mr. WISEMAN.

Now, what information can you give?

FRANKLING.

Sir, I will gladly acquaint you who was the principal offender; and hope you will excuse the assistants, and those who were drawn in merely to join in the laugh.

SLY, *[Whispering.]*

I suppose he means to impeach another, and escape himself.

MEEK.

I hope he will make a discovery, and then we shall be released.

Mr. WISEMAN.

How many were concerned?

FRANKLING.

I hardly know, Sir.

[Servant enters and speaks to Mr. Wiseman, who goes out.]

CHATTER.

Who was the chief?

N 4

FRANKLING.

152 SCHOOL DIALOGUES for BOYS.

FRANKLING.

It is no business of yours.

MILDMAY.

Shall you tell?

FRANKLING.

Certainly.

GENTLE.

I should be unwilling to tell of another.

FRANKLING.

I do not mean to do it.

GENTLE.

Nay, *Frankling*, you contradict yourself.

FRANKLING.

Not at all—it was I.

CHATTER.

You?

MILDMAY.

You jest!

FRANKLING.

Indeed I am serious.

MILDMAY.

What! play a trick with your own bed?

FRANKLING.

I had a mind to surprize my bedfellow

SMITH.

Who was it?—I was not at school.

FRANKLING.

Good-will.

SMITH.

Your particular friend?

FRANKLING.

I designed to surprize him for a minute.

SMITH.

Why did you not tell him who did it, before he complained?

FRANKLING.

I chanced to bruise my leg, and went to Mrs. *Wiseman* to have it dressed; in the interim *Good-will* had begged leave to sleep with *Jones*, and bespoken a place for me.

GOODWILL, [*running to him.*]

Dear *Frankling*, how grieved I am that I did not to go bed to your rotten apples—but who would have suspected that you had bewrayed your own nest?

FRANKLING.

Indeed nobody would.

FRANKLING.

154 SCHOOL DIALOGUES *for Boys.*

GOODWILL.

I am quite concerned.

FRANKLING.

I do not doubt it.

SLY.

You will not be such a fool as to tell of yourself.

FRANKLING.

The only one of whom I mean to tell, if Mr. *Wiseman* will allow it to be so.

CHATTER.

How ill-natured it was to complain!

FRANKLING.

Goodwill did not complain.

CHATTER.

Who were the rest?

FRANKLING.

Excuse me, *Chatter*.

CHATTER.

I will not tell.

FRANKLING.

I believe you will not, *Charles*;—if you do not know.

SUBTLE.

SCHOOL DIALOGUES for BOYS. 155

SUBTLE.

I suppose you do not design to tell of others, if you do of yourself.

FRANKLING.

Would you do so?

SUBTLE.

I am never inclined to tell tales of myself.

FRANKLING.

I believe you. Hark you!—*[whispers]*—*Subtle*, I do not design to betray you; but as you were the contriver, I hope that you will confess yourself the chief aggressor.

Mr. WISEMAN,

[Entering, seats himself.

Frankling! I am prepared to hear you.

FRANKLING.

Sir, I was the chief actor in the idle trick;—I beg your pardon, and am willing to receive whatever punishment you please to inflict.

Mr. WISEMAN.

You! what could induce you!

FRANKLING.

Idle mirth, Sir, to surprise my bedfellow.

Mr.

156 SCHOOL DIALOGUES for BOYS.

Mr. WISEMAN.

Who were your assistants?

FRANKLING.

I wish to take all the punishment myself; I did it, although I called in others to laugh.

Mr. WISEMAN.

Who else were concerned?—I command you to tell me all who knew it.

—[Frankling] FRANKLING.

Sir, if I must.—

Young gentlemen, will you not rather confess yourselves?

THOUGHTLESS.

Sir, I joined in the laugh.

—[Careless] CARELESS.

And I, Sir.

—[Heedless] HEEDLESS.

I supplied the apples.

—[Giddy] GIDDY.

And I helped to mash them.

—[Frisk] FRISK.

I knew of it, and watched Goodwill out of the way.

EASY.

SCHOOL DIALOGUES *for* BOYS. 157

EASY.

I knew it, but I would not tell.

CHATTER.

I dare say that *Subtle* ——

Mr. WISEMAN.

You mentioned *Subtle*; was he concerned?

FRANKLING.

I named nobody, Sir.

Mr. WISEMAN.

Subtle, were you concerned?—Now tell the truth.

SUBTLE, [*Stammering.*]

Sir—Sir——*Chatter*—*Chatter*, Sir, knows nothing of the matter.

Mr. WISEMAN.

But *you* do, I am confident by your manner; and if you *do*, I doubt not but you were the worst offender. Who was the contriver?

EASY.

I think it right to say that *Subtle* really was the contriver.

Mr. WISEMAN.

I guessed as much; fie!

FRANKLING.

FRANKLING.

I was really the perpetrator, Sir; and am willing to take the punishment.

EAST.

But Mr. *Wiseman* ought to know that *Subtle* put it in your mind; and rather persuaded you to do it.

FRANKLING.

I was in wild spirits, and needed little persuasion.

Mr. WISEMAN.

You *were* pretty wild; else you would have considered consequences; but your offence was merely the offence of vivacity and mirth. I pardon you for your noble disposition. — You laughers, *Frankling* shall dispose of five hundred verses among you.

FRANKLING.

Will you permit me, Sir, to take them all? may I learn the whole?

Mr. WISEMAN.

No——but I will *excuse* the whole. For you,
Subtle,

Subtle,—you are a serpent. I know not how to punish you enough.

SUBTLE.

I know not why I am so much worse than the rest.

MR. WISEMAN.

You must know *why*. How ungenerous! to tempt a companion to play a trick; then leave him to take all the punishment.

SUBTLE.

Sir!

MR. WISEMAN.

First—each of the laughing gentry shall give you five lashes—the rest I shall settle at leisure. — At present I am *too angry* to inflict punishment. [He goes out.

CHATTER.

What a mean wretch is *Subtle*!

MILDMAY.

The trick in itself was innocent.

SMITH.

But what a disposition is *Subtle's*!

EASY.

How selfish!

END OF VOL. I.

Smith—You are a lawyer. I know not how to
punish you enough.

SMITH.

I know not why I am so much worse than
the rest.

MR. WILKINSON.

You must know why. How unreasonable to
expect a corporation to play a trick; then have
them to take all the punishment.

SMITH.

Sir!

MR. WILKINSON.

First—each of the laughing grumpy shall give
you five shillings—the rest I shall settle in ten
days.—At present I am too busy to settle
anything.

CHARTER.

What a mean watch is that!

MR. WILKINSON.

The watch is that was received.

SMITH.

Has what a difference is that!

SMITH.

Now what!

Now what!